

# Year 9 Syllabus

## Year Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as

independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

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## Language

### LANGUAGE VARIATION AND CHANGE

Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing ([ACELA1550](#))

## Literature

### LITERATURE AND CONTEXT

Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts ([ACELT1633](#))

## Literacy

### TEXTS IN CONTEXT

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts ([ACELY1739](#))


 Literacy

## LANGUAGE FOR INTERACTION

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Understand that roles and relationships are developed and challenged through language and interpersonal skills ([ACELA1551](#))

 Literacy

 Personal and social capability

Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor ([ACELA1552](#))


 Literacy


 Critical and creative thinking

## TEXT STRUCTURE AND ORGANISATION

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 Literacy

 Critical and creative thinking


 Intercultural understanding

## RESPONDING TO LITERATURE

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Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text ([ACELT1771](#))

 Literacy


 Critical and creative thinking


Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context ([ACELT1634](#))


 Literacy

 Critical and creative thinking

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking


 Intercultural understanding


## INTERACTING WITH OTHERS

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Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways ([ACELY1740](#))

 Literacy

 Critical and creative thinking

 Personal and social capability


Use interaction skills

Understand that authors innovate with text structures and language for specific purposes and effects [\(ACELA1553\)](#)

 Literacy

Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas [\(ACELA1770\)](#)

 Literacy


 Critical and creative thinking


Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes [\(ACELA1556\)](#)


 Ethical understanding

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts [\(ACELT1635\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


## EXAMINING LITERATURE


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Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style [\(ACELT1636\)](#)

to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects [\(ACELY1811\)](#)


 Literacy

 Critical and creative thinking

 Personal and social capability

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes [\(ACELY1741\)](#)

 Literacy

 Information and Communication


 Literacy

## EXPRESSING AND DEVELOPING IDEAS

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Explain how authors creatively use the structures of sentences and clauses for particular effects ([ACELA1557](#))

 Literacy


 Critical and creative thinking


Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text ([ACELA1559](#))

 Literacy

Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning ([ACELA1560](#))


 Literacy

 Critical and creative thinking

 Personal and social capability

Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes ([ACELT1637](#))

 Literacy


 Critical and creative thinking


Analyse text structures and language features of literary texts, and make relevant comparisons with other texts ([ACELT1772](#))

 Literacy

Technology (ICT)

capability

 Critical and creative thinking


 Personal and social capability


## INTERPRETING, ANALYSING, EVALUATING

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Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts ([ACELY1742](#))


 Literacy

 Critical and creative thinking

 Personal and social capability


Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension

 Literacy

 Critical and creative thinking

Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness  
[\(ACELA1561\)](#)


 Literacy

 Critical and creative thinking

Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech  
[\(ACELA1562\)](#)

 Literacy


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 Critical and creative thinking

### CREATING LITERATURE

Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation  
[\(ACELT1773\)](#)

 Literacy


 Critical and creative thinking

Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink  
[\(ACELT1638\)](#)

 Literacy


[\(ACELY1743\)](#)

 Literacy

 Critical and creative thinking


Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts  
[\(ACELY1744\)](#)

 Literacy


 Critical and creative thinking


Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts  
[\(ACELY1745\)](#)

 Literacy

 Critical and creative thinking

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 Critical and creative thinking


 Personal and social capability

## CREATING TEXTS

Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features ([ACELY1746](#))

 Literacy


 Information and Communication Technology (ICT) capability

 Critical and creative thinking

Review and edit students' own and others' texts to improve clarity and control over content,


organisation,  
paragraphing,  
sentence structure,  
vocabulary and  
audio/visual features  
[\(ACELY1747\)](#)


 Literacy

 Critical and creative  
thinking

Use a range of  
software, including  
word processing  
programs, flexibly and  
imaginatively to  
publish texts  
[\(ACELY1748\)](#)

 Literacy

 Information and  
Communication  
Technology (ICT)  
capability

 Critical and creative  
thinking

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## Year 9 Achievement Standard

Handwriting behaviours are not described in the year level achievement



standard or the writing assessment pointers. Instead, the Authority has developed the Handwriting Continuum to support Western Australian teachers in the teaching and monitoring of student handwriting for Pre-primary through to Year 10. The Handwriting Continuum can be found under the Teaching menu in the K-10 section of this website. Teachers will need to log in to the Extranet to access this resource.

### **Reading and Viewing**

At Standard, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features work to create meaning. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience.

### **Writing and Creating**

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

### **Speaking and Listening**

Students listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. Students understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, they demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting

and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

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